

# Psychological Resilience and Stress Coping Strategies in Young Adults

**DOÇ. DR. NESRİN DUMAN**

İstanbul 29 Mayıs Üniversitesi, Edebiyat Fakültesi Psikoloji Bölümü, İstanbul-Türkiye, nesrinduman@windowslive.com, ORCID:000-0002-2751-8315

**GÜL BAŞAK BUĞDAY**

İstanbul 29 Mayıs Üniversitesi, Edebiyat Fakültesi Psikoloji Bölümü, İstanbul-Türkiye, bugdaygb20@29mayis.edu.tr, ORCID: 0000-0001-8959-9387

**İREM GÜVEN**

İstanbul 29 Mayıs Üniversitesi, Edebiyat Fakültesi Psikoloji Bölümü, İstanbul-Türkiye, guveni21@29mayis.edu.tr, ORCID: 0009-0000-4692-862X

**BERRA SECCEM ÇİFÇİOĞLU**

İstanbul 29 Mayıs Üniversitesi, Edebiyat Fakültesi Psikoloji Bölümü, İstanbul-Türkiye, cifcioglubs21@29mayis.edu.tr, ORCID: 0009-0001-9817-2809

## Abstract

This research aims to analyze the relationship between psychological resilience levels and stress coping strategies among young adults. The study involved a total of 223 young adults, consisting of 146 women and 77 men, aged between 18 and 37. Data were collected using the “*Socio-Demographic Information Form*,” the “*Psychological Resilience Scale for Adults*,” and the “*Stress Coping Strategies Scale*.” The results indicated that young adults generally exhibited high levels of psychological resilience and moderate levels of stress-coping strategies. Among the subdimensions of psychological resilience, the highest scores were observed in the “**social resources**” subscale. Regarding stress coping strategies, “**logical analysis**” emerged as the most frequently used strategy. According to comparative analyses, male participants scored significantly higher in the “self-perception” subscale, whereas female participants scored

Makalenin geliş tarihi: 13.10.2025 - Makalenin kabul tarihi: 18.11.2025

DOI: 10.17932/IAU.AIT.2015.012/ait\_v011i2002

higher in the “social resources” subscale. No meaningful differentiation was observed in overall psychological resilience or stress coping levels across age groups. However, compared to those in the 18–24 age group, those in the 25–37 age group showed significantly superior scores on self-perception, future perception, and problem-solving techniques. Regarding educational attainment, university graduates significantly outperformed both high school graduates and university students on the “family harmony” subscale. A strong, significant, and positive correlation was found between psychological resilience and stress coping strategies. These findings aim to support the creation of intervention programs that enhance psychological resilience and improve stress-coping competencies among young adults.

**Keywords:** *Resilience, Stress Coping Strategies, Young Adults.*

## **Genç Yetişkinlerde Psikolojik Dayanıklılık ve Stresle Baş Etme Stratejileri**

### **ÖZET**

Bu çalışmanın amacı, genç yetişkinlerin psikolojik dayanıklılık seviyeleri ile stresle baş etme stratejileri arasındaki ilişkiyi incelemektir. Araştırma, yaşları 18 ile 37 arasında değişen 146’sı kadın ve 77’si erkek olmak üzere toplam 223 genç yetişkin ile gerçekleştirilmiştir. Veri toplama aracı olarak “*Sosyo-Demografik Bilgi Formu*”, “*Yetişkinler için Psikolojik Dayanıklılık Ölçeği*” ve “*Stresle Başa Çıkma Stratejileri Ölçeği*” kullanılmıştır. Sonuçlar, genç yetişkinlerin psikolojik dayanıklılık düzeylerinin yüksek seviyede, stresle başa çıkma becerilerinin ise orta düzeyde olduğunu göstermektedir. Psikolojik dayanıklılığın alt boyutları arasında en yüksek puanlar “sosyal kaynaklar” alt ölçeğinde gözlenmiştir. Stresle başa çıkma stratejileri açısından ise “mantıksal analiz” en sık kullanılan strateji olarak ortaya çıkmıştır. Karşılaştırma analizlerine göre, erkek katılımcılar “kendilik algısı” alt ölçeğinde anlamlı olarak daha yüksek puan alırken, kadın katılımcılar “sosyal kaynaklar” alt ölçeğinde daha yüksek puan almışlardır. Yaş grupları arasında genel psikolojik dayanıklılık veya stresle başa çıkma düzeylerinde anlamlı bir farklılaşma gözlenmemiştir. Ancak, 18-24 yaş grubundakilerle karşılaştırıldığında, 25-37 yaş grubundakiler kendilik algısı, gelecek algısı ve problem çözme tekniklerinde anlamlı olarak daha üstün puanlar göstermiştir. Eğitim düzeyi açısından, üniversite mezunları “aile uyumu” alt ölçeğinde hem lise mezunlarından hem de üniversite öğrencilerinden anlamlı olarak daha iyi performans göstermiştir. Psikolojik

dayanıklılık ve stresle başa çıkma stratejileri arasında güçlü, anlamlı ve pozitif bir korelasyon bulunmuştur. Bu bulgular, genç yetişkinler arasında psikolojik dayanıklılığı artıran ve stresle başa çıkma becerilerini geliştiren müdahale programlarının oluşturulmasını desteklemeyi amaçlamaktadır.

***Anahtar Kelimeler:*** *Psikolojik Dayanıklılık, Stresle Baş Etme, Genç Yetişkinler*

## **1. Introduction**

Psychological resilience refers to an individual's capacity to maintain internal balance and psychological functionality despite facing adversity (Block & Kremen, 1996). This capacity involves not only resisting negative experiences but also emerging stronger from them. Resilience is shaped by both personal characteristics (Connor & Davidson, 2003; Terzi, 2005) and environmental protective factors (Masten, 2001; Werner & Smith, 1992). Individuals with high psychological resilience tend to use more functional coping strategies when encountering stressful situations in their lives and report higher levels of psychological well-being.

Stress is a natural response that arises when individuals perceive their psychological or physiological limits to be under threat (Eryılmaz, 2009). Perceived stress emerges when environmental demands are appraised as threatening and difficult to manage (Lazarus & Folkman, 1984). The impact of stress depends more on the individual's reaction than based on the type of stressor itself. In this context, coping strategies become crucial. Coping strategies indicate how individuals deal with stress. While maladaptive methods can result in mental health problems and a lower quality of life, adaptive strategies promote psychological well-being (Cevizci & Müezzini, 2019; Fletcher & Sarkar, 2013).

The developmental stage known as young adulthood signifies the passage from adolescent to adulthood (Arnett, 2015). During this phase, individuals construct their identity, gain autonomy, and make life plans. They deal with a number of stressors at the same time, including identity confusion, social isolation, financial difficulties, and academic pressure (O'Malley et al., 2004). This stage represents a critical period during which individuals begin to make independent decisions and take on life responsibilities for the first time (Aydın, 2019). Thus, a key field of research for comprehending psychological adjustment unique to this developmental stage is examining

the relationship between young adults' stress coping strategies and psychological resilience.

### **1.1. Significance and Aim of the Study**

Young adults face a wide range of stressors during this critical period of life, including academic pressure, financial difficulties, and identity formation. In this process, effective coping mechanisms and psychological resilience are critical for preserving mental health and fulfilling life tasks in a functional manner. This study investigates young adults' coping styles and resilience levels, offering early insight for mental health workers working with young adults. The findings provide concrete recommendations for the development of psychoeducational programs addressing the specific challenges faced by young adults, the enhancement of psychological support systems, and the dissemination of group-based interventions aimed at improving coping skills. In doing so, not only individual well-being but also social adaptation and daily functioning of individuals at various stages of young adulthood can be effectively supported.

Although coping strategies and psychological resilience have been widely examined in the general adult population, the literature reveals a notable gap regarding young adults as a distinct developmental group. Existing studies predominantly focus either on adolescents or on the broader adult population, often overlooking the transitional and highly unstable nature of young adulthood. Moreover, research exploring the interplay between coping styles and resilience within contemporary stressors that uniquely affect young adults—such as economic insecurity, academic competition, and identity-related pressures—remains limited. Particularly in the context of rapidly changing socio-digital environments, updated empirical data on how young adults cope and maintain resilience is scarce. This study aims to address this gap by providing current, development-specific evidence on coping patterns and resilience levels among young adults.

Investigating the relationship between young adults' psychological resilience and stress coping mechanisms is the main goal of this study. The following research questions are examined in this study in accordance with this primary goal:

1. What are the levels of psychological resilience of young adults?
2. Which stress coping strategies are commonly employed by young adults?

3. Do young adults psychological resilience levels differ significantly according to socio-demographic factors?
4. Do young adults coping mechanisms for stress differ significantly according to socio-demographic factors?
5. Is there a significant association between young adults' psychological resilience levels and their stress coping strategies?

Within the parameters of this research, the following hypotheses were tested:

$H_{1a}$  = There is a significant positive relationship between psychological resilience levels and stress coping strategies among young adults.

$H_0$  = There is no significant relationship between psychological resilience levels and stress coping strategies among young adults.

The sub-hypotheses of the study were also formulated as follows:

$H_{1a}$  = Young adults psychological resilience levels differ significantly according to socio demographic factors.

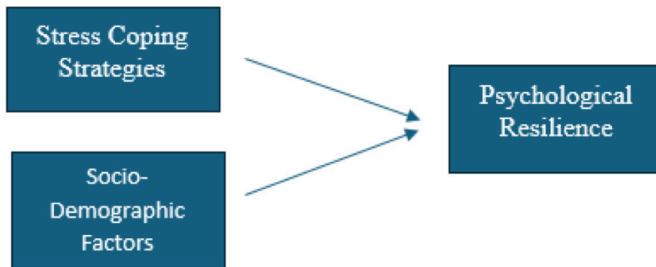
$H_{1b}$  = Young adults coping mechanisms for stress differ significantly according to socio demographic factors.

## **2. Methods**

### **2.1. Model of the Research**

This research was conducted using quantitative methods within the framework of a correlational research design, which aims to identify relationships between variables (Karasar, 2018). Of the various research designs, the correlational model was chosen to explore the associations between the variables. The study includes two main variables: psychological resilience and stress coping strategies. These variables were treated as neither dependent nor independent; instead, their relationships were examined through statistical methods. The hypothesized relationships are visually illustrated in Figure 1.

**Figure 1.** *Model of the Study*



## **2.2 Sampling**

The study involved a total of 223 participants, consisting of 146 women and 77 men, aged between 18 and 37. Based on a 90% confidence level and a 6% margin of error, the required sample size was calculated to be 190 participants. No a priori power analysis (e.g., G\*Power) was conducted for effect size determination. Therefore, effect sizes for the comparative analyses were calculated post hoc using Cohen's *d* for mean differences and correlation coefficients (*r*) for associations. These effect sizes provide an estimate of the magnitude of the observed relationships and group differences within the obtained sample. A total of 223 participants were reached, and since there were no cases of missing data, the study included every participant.

Among the participants, 146 (65.5%) were female and 77 (34.5%) were male. In terms of age distribution, 158 participants (70.9%) were between 18 and 24 years old, while 65 participants (29.1%) were between 25 and 37 years old. Regarding educational status, 28 participants (12.6%) were high school graduates, 134 (60.1%) were university students, and 61 (27.4%) were university graduates.

## **2.3. Inclusion and Exclusion Criteria**

Sample selection for the present study was conducted based on specific inclusion and exclusion criteria to ensure both the homogeneity of the young adult population and the validity of the collected data.

Participants were included if they met all of the following conditions:

*Age:* Being between 18-37 years of age.

*Geographical Eligibility:* Being present in the geographical region where the research is conducted.

*Consent:* Being voluntarily agreed to participate in research.

Participants were excluded if any of the following conditions applied:

*Age Discrepancy:* Being under 18 or over 37 years of age.

*Data Quality:* Providing inconsistent responses, leaving questions incomplete, or exhibiting repetitive answer patterns.

*Geographical Eligibility:* Being not present in the geographical region where the research is conducted.

*Consent:* Failing to provide voluntary participation.

#### **2.4. Data Collection Tools**

In this research, data were collected using three instruments: the “*Socio-Demographic Information Form (SDIF)*,” the “*Psychological Resilience Scale for Adults (PRSA)*,” and the “*Stress Coping Strategies Scale (SCSS)*.” The data collection process was conducted online through a questionnaire administered via Google Forms.

*Socio-Demographic Information Form (SDIF):* The SDIF was created by the research team to collect participants’ basic demographic information. The form includes close-ended questions covering variables such as age group (18–24 or 25–37), sex (female or male), and educational level (high school graduate, university student, or university graduate).

*Psychological Resilience Scale for Adults (PRSA):* Friborg, Hjemdal, Rosenvinge, and Martinussen (2003) created this scale to evaluate the protective resources that make up people's psychological resilience. Basım and Çetin (2011) conducted studies on the scale's validity, reliability, and adaptation to Turkish. The scale consist of 33 items on a 5-point Likert-type scale (1 being strongly disagree and 5 being strongly agree) make up the measure. The PRSA includes six subscales: structured style (items 3, 9, 15, and 21), perception of the future (items 2, 8, 14, and 20), family cohesion (items 5, 11, 17, 23, 26, and 32), self-perception (items 1, 7, 13, 19, 28, and 31), social competence (items 4, 10, 16, 22, 25, and 29), and social resources (items 6, 12, 18, 24, 27, 30, and 33). To ensure that total scores accurately reflect levels of psychological resilience, the scoring procedure was conducted in accordance with the original manual. Accordingly, items with negative wording (items 1, 3, 4, 8, 11, 12, 13, 14, 15, 16, 23, 24, 25,

27, 31, and 33) were reverse-scored to show higher levels of resilience (Basım & Çetin, 2011). The Cronbach's alpha coefficient of the original scale was reported as  $\alpha = .86$ . The internal consistency in this study was also determined to be  $\alpha = .86$ .

*Stress Coping Strategies Scale (SCSS)*: This scale was developed by Moos (1993) to assess individuals' strategies for coping with stress. Koca Ballı and Kılıç (2016) carried out the validity-reliability and Turkish adaption research. The version used in this study consists of 24 items rated on a 5-point Likert-type scale (1 = Never, 5 = Always). In the original version of the scale, items are grouped under two main categories: "approach" and "avoidance" "responses". In this study, only the approach responses section was utilized. This section comprises four subscales: logical analysis (items 1, 5, 9, 13, 17, 21), positive appraisal (items 2, 6, 10, 14, 18, 22), seeking guidance and support (items 3, 7, 11, 15, 19, 23), and problem solving (items 4, 8, 12, 16, 20, 24). However, in the Turkish adaptation study, it was recommended that items 19 and 23 be excluded from the analysis due to cross-loading on multiple factors (Koca Ballı & Kılıç, 2016). In line with this recommendation, these items were administered to participants but were excluded from the analysis. The Cronbach's alpha reliability coefficient was reported as  $\alpha = .93$  in the original study and found to be  $\alpha = .89$  in the present study.

## **2.5. Ethics of the Study**

The research was initiated following the approval of the Non-Interventional Clinical Research Ethics Committee of Istanbul 29 Mayıs University, granted on April 7, 2025, with the decision number 2025/04. Prior to the administration of the scales, individuals were informed about the study. Participation in the research was based on voluntary consent.

## **2.6. Data Analysis**

The research data were gathered using scales and forms, converted to digital format, and then imported into the SPSS-22 program. The normality of the data distribution was assessed before conducting the analyses. Tabachnick and Fidell (2013) state that a distribution is deemed normal if the skewness and kurtosis values are within the range of  $\pm 1.50$ . The scales' skewness and kurtosis values fell within this range; therefore, the dataset was deemed to exhibit a normal distribution (see Table 1). Significance levels were set at  $p < .05$  and  $p < .001$  for interpreting the findings.

### 3. Results

This section presents the results of descriptive, comparative, and correlation analyses accordingly.

#### 3.1 Descriptive Analysis

Descriptive statistics for the Psychological Resilience Scale for Adults (PRSA) and the Stress Coping Strategies Scale (SCSS) are presented in Table 1.

**Table 1:** *Descriptive Statistics*

Scales & Subscales	Min	Max	$\bar{X}$	Sd	Skewness	Kurtosis
<b>PRSA<sup>a</sup></b>	74.00	161.00	122.83	16.90	-.274	-.238
-Structural style	4.00	20.00	14.16	3.40	-.347	-.085
-Future perception	6.00	20.00	14.62	3.32	-.364	-.436
-Family harmony	6.00	30.00	21.98	4.93	-.639	.286
-Self-perception	10.00	30.00	21.86	4.28	-.267	-.410
-Social competence	6.00	30.00	22.08	4.30	-.454	.203
-Social resource	13.00	35.00	<b>27.83</b>	4.61	-.671	.027
<b>SCSS<sup>b</sup></b>	36.00	110.00	79.99	12.18	-.246	.446
-Logical analysis	10.00	30.00	<b>23.32</b>	3.75	-.444	.440
-Positive evaluation	9.00	30.00	21.82	4.02	-.295	.149
-Seeking guidance	4.00	20.00	12.70	3.34	-.138	-.103
-Problem solving	3.00	30.00	22.15	3.99	.007	-.456

<sup>a</sup>= Psychological Resilience Scale for Adults, <sup>b</sup>= Stress Coping Strategies Scale

When the psychological resilience levels of young adults were assessed, it was determined that they had a high level of psychological resilience with a score of  $122.83 \pm 16.90$ . The analysis of the scale's subdimensions revealed that the "structured style" subdimension had the lowest score,  $14.16 \pm 3.40$ , and the "social resources" subdimension had the greatest score,  $27.83 \pm 4.61$ .

When the stress-coping strategies of young adults were examined, their level of coping with stress was found to be moderate, with a score of  $79.99 \pm 12.18$ . When the scale's subdimensions were assessed, the greatest score was found in the "logical analysis" strategy with  $23.32 \pm 3.75$ , while the lowest score was in the "seeking guidance" strategy with  $12.70 \pm 3.34$ .

#### 3.2 The Comparative Analysis

This section will present comparative analyses of scale results based on

socio-demographic variables. First, independent samples t-test analyses will be presented for sex and age group comparisons. Then, one-way ANOVA analyses will be presented for educational level comparisons.

### 3.2.1. Independent Sample T-test analysis

To determine if psychological resilience and stress coping strategy scores differed by sex, an independent samples t-test was employed. The results are shown in Table 2.

**Table 2:** T-test Analysis Results According to Sex

Scales&Subscales	Female		Male		t(221)
	$\bar{X}$	Sd	$\bar{X}$	Sd	
<b>PRSA<sup>a</sup></b>	121.76	16.49	123.97	17.69	-0.93
-Structural style	13.94	3.47	14.58	3.25	-1.35
-Future perception	14.32	3.35	15.18	3.23	-1.85
-Family harmony	21.94	4.90	22.05	5.02	-.163
-Self perception	21.21	4.24	<b>23.10</b>	4.12	<b>-3.21*</b>
-Social competence	22.08	4.22	22.06	4.48	.028
-Social resources	<b>28.27</b>	4.49	26.99	4.77	<b>1.99*</b>
<b>SCSS<sup>b</sup></b>	78.82	10.77	82.21	14.32	<b>-1.99*</b>
-Logical analysis	22.84	3.47	<b>24.23</b>	4.11	<b>-2.68*</b>
-Postive evaluation	21.52	3.77	22.39	4.43	-1.54
-Seeking guidance	12.89	3.23	12.35	3.56	1.15
-Problem solving	21.58	3.75	<b>23.23</b>	4.23	<b>-3.00*</b>

<sup>a</sup>= Psychological Resilience Scale for Adults, <sup>b</sup>= Stress Coping Strategies Scale, \*p<.05

No significant difference was found in psychological resilience levels according to sex,  $t(221) = -.093, p > .05$ . However, when the subdimensions of the scale were examined, significant differences were observed in the “self-perception” and “social resources” subdimensions, accordingly  $t(221) = -3.21, p < .05, t(221) = 2.12, p < .05$ . Regarding the direction of the differences, males exhibited significantly higher levels of self-perception compared to females, whereas females demonstrated a greater tendency to utilize social resources than males.

There was a notable sex disparity in the participants' stress coping strategies,  $t(221) = -1.99, p < .05$ . Males exhibited significantly higher levels of stress coping strategies than females. When the scale's subdimensions were

examined, significant sex differences were found in the “logical analysis” and “problem solving” subdimensions, accordingly  $t(221) = -1.99, p < .05, t(221) = -3.00, p < .05$ . Males used logical analysis and problem-solving strategies significantly more than females.

A t-test for independent samples was employed to determine whether psychological resilience and stress coping strategy scores varied by age group. Table 3 presents the results of the analysis.

No meaningful difference was found in psychological resilience levels according to age groups,  $t(221) = -1.74, p > .05$ . However, when the subdimensions of the scale were examined, significant differences were observed in the “structural style” and “family harmony” subdimensions, accordingly  $t(221) = -3.07, p < .05, t(221) = -2.62, p < .05$ . In terms of the direction of the differences, individuals in the 25–37 age group had significantly higher levels on these subdimensions to those in the 18–24 age group.

**Table 3:** *T-test Analysis Results According to Age*

Scales&Subscales	18-24 years		25-37 years		t(221)
	$\bar{X}$	Sd	$\bar{X}$	Sd	
<b>PRSA<sup>a</sup></b>	121.27	17.16	125.58	15.98	-1.74
-Structural style	13.72	3.49	<b>15.23</b>	2.93	<b>-3.07*</b>
-Future perception	14.56	3.37	14.75	3.24	-.388
-Family harmony	21.43	4.94	<b>23.31</b>	4.69	<b>-2.62*</b>
-Self perception	21.56	4.41	22.58	3.91	-1.62
-Social competence	22.11	4.19	21.98	4.61	.204
-Social resources	121.27	17.16	125.58	15.98	.221
<b>SCSS<sup>b</sup></b>	12.52	79.09	11.12	82.18	-1.73
-Logical analysis	23.13	3.90	23.77	3.34	-1.15
-Postive evaluation	21.61	4.16	22.32	3.65	-1.20
-Seeking guidance	12.63	3.25	12.88	3.60	-.494
-Problem solving	21.71	3.96	<b>23.22</b>	3.90	<b>-2.59*</b>

<sup>a</sup>=Psychological Resilience Scale for Adults, <sup>b</sup>= Stress Coping Strategies Scale, \* $p < .05$

There was no significant differentiation in stress coping strategies based on age groups,  $t(221) = -1.73, p > .05$ . However, there was a significant differentiation in the “problem solving” subdimension,  $t(221) = -2.59, p < .05$ .

.05. In terms of the direction of the difference, individuals in the 25–37 age group were found to use problem solving strategies significantly more than those in the 18–24 age group.

### 3.2.1. One-way ANOVA

Table 4 displays the findings of a one-way analysis of variance (ANOVA) that was used to compare groups by educational level.

**Table 4:** Anova Analysis Results According to Education Levels

Scales & Subscales	High School		University Student		University Graduate		F(2,220)
	$\bar{X}$	Sd	$\bar{X}$	Sd	$\bar{X}$	Sd	
<b>PRSA<sup>a</sup></b>	114.61	19.56	122.16	15,57	126.97	17.27	<b>5.415*</b>
-Structural style	13.68	2.65	13.70	3.47	15.39	3.29	5.745*
-Future perception	13.18	3.54	14.84	3.29	14.80	3.19	3.064*
-Family harmony	19.79	4.44	21.69	4.88	23.62	4.82	6.727*
-Self perception	20.57	4.76	21.78	4.33	22.64	3.83	2.330
-Social competence	21.07	4.55	22.22	4.22	22.23	4.38	.873
-Social resources	26.32	5.11	27.94	4.35	28.28	4.88	1.837
<b>SCSS<sup>b</sup></b>	76.54	12.70	79,34	12.47	83.02	1.78	<b>3.264*</b>
-Logical analysis	22.96	3.49	23.17	3.97	23.80	3.39	.734
-Postive evaluation	20.89	4.56	21.84	4.12	22.20	3.53	1.014
-Seeking guidance	11.29	3.62	12.56	3.29	13.67	3.12	<b>5.388*</b>
-Problem solving	21.39	3.96	21.76	3.99	23.34	3.83	<b>3.970*</b>

<sup>a</sup>= Psychological Resilience Scale for Adults, <sup>b</sup>= Stress Coping Strategies Scale, \* $p < .05$

There was a significant differentiation in the individuals' psychological resilience levels according to educational level,  $F(2, 220) = 5.415$ ,  $p = .005$ . To examine the direction of the difference and which groups differed, a post hoc Scheffé analysis was conducted. According to the results, university graduates had significantly higher psychological resilience than high school graduates.

When the subdimensions of the PRSA were examined, significant differences by educational level were found in the “Structural Style,” “Future Perception,” and “Family Harmony” subdimensions, accordingly  $F(2, 220) = 5.745$ ,  $p = .004$ ;  $F(2, 220) = 3.064$ ,  $p = .049$ ;  $F(2, 220) = 6.727$ ,  $p = .001$ . Post-hoc comparisons showed that university graduates

scored significantly higher on the “Structural Style” subscale than both high school and university students. In the “Future Perception” subscale, high school graduates scored significantly lower than university students and university graduates. For the “Family Harmony” subscale, university graduates scored significantly higher than both university students and high school graduates.

A significant difference was also observed in stress coping strategies according to educational level,  $F(2, 220) = 3.264, p = .040$ . University graduates using stress-coping strategies significantly more than high school graduates.

When the subdimensions of the SCSS were examined, significant differences were found in the “Seeking Guidance” and “Problem Solving” subdimensions, accordingly  $F(2, 220) = 8.21, p < .05$ ;  $F(2, 220) = 5.42, p < .05$ . Post-hoc comparisons revealed that university graduates scored significantly higher on the “Seeking Guidance” subscale than high school graduates and university students. For the “Problem Solving” subscale, university graduates scored significantly higher than high school graduates and university students.

### 3.3. Correlation Analysis

The correlation between stress coping mechanisms and psychological resilience levels was assessed using Pearson correlation analysis. The results of the analysis are shown in Table 5.

**Table 5:** *Pearson Correlation Analysis Results*

	1	2	3	4	5	6	7	8	9	10	11	12
<sup>1</sup> PRSA <sup>a</sup>	-											
<sup>2</sup> Structural style	.515**	-										
<sup>3</sup> Perception future	.713**	.457**	-									
<sup>4</sup> Family harmony	.686**	.275**	.354**	-								
<sup>5</sup> Self perception	.750**	.379**	.624**	.304**	-							
<sup>6</sup> Social Competence	.610**	.026	.225**	.206**	.380**	-						
<sup>7</sup> Social resource	.773**	.152*	.389**	.511**	.411**	.549**	-					

<sup>8</sup> SCSS <sup>b</sup>	.612**	.364**	.461**	.411**	.517**	.338**	.407**	-				
<sup>9</sup> Logical Analysis	.472**	.277**	.344**	.328**	.414**	.257**	.302**	.849**	-			
<sup>10</sup> Positive evaluation	.486**	.204**	.416**	.300**	.516**	.281**	.270**	.828**	.609**	-		
<sup>11</sup> Seeking guidance	.413**	.158*	.221**	.310**	.174**	.332**	.437**	.644**	.367**	.362**	-	
<sup>12</sup> Problem solving	.587**	.511**	.479**	.384**	.523**	.229**	.321**	.879**	.729**	.644**	.418**	-

<sup>a</sup>= Psychological Resilience Scale for Adults, <sup>b</sup>= Stress Coping Strategies Scale

\*p < .05, \*\*p < .01

<sup>a</sup>N=223, <sup>b</sup>N=223

There was a positive, meaningful and mid-strength correlation between psychological resilience levels and stress coping strategies,  $r(221) = .612, p < .01$ . Significant and positive correlational relationships were also found between the subdimensions of the two scales. Strong positive correlations were found between the “problem solving” and “positive evaluation” subdimensions of the Stress Coping Strategies Scale and the “self-perception” subdimensions of the Psychological Resilience Scale for Young Adults,  $r(221) = .523, p < .01$ ;  $r(221) = .516, p < .01$ . Additionally, a strong positive correlation was observed between the “structural style” subdimension of psychological resilience and the “problem solving” subdimension of coping strategies,  $r(221) = .511, p < .01$ .

#### 4. Discussion

This research aims to analyze the relationship between psychological resilience levels and stress coping strategies among young adults. The findings reveal how young adults’ personal, social, and cognitive resources relate to psychological resilience levels and stress coping strategies.

According to descriptive analyses, young adults were generally found to have high levels of psychological resilience and moderate levels of stress coping strategies. Such characteristics may be associated with the transitional nature of young adulthood, a period in which personal identity is consolidated and life responsibilities increase. Indeed, Masten (2001) defines psychological resilience as a capacity shaped throughout developmental processes and supported by ordinary life resources. In this context, the high resilience scores observed in young adults are consistent with their ability to adapt to life tasks. On the other hand, the moderate level of stress coping strategies suggests that although individuals are capable of using effective strategies, these strategies may not be applied

equally across different situations (Lazarus & Folkman, 1984; Compas et al., 2001).

The “social resources” subscale on the Psychological Resilience Scale had the highest score, indicating that participants may perceive social support networks as an important source of strength. This outcome is consistent with research by Ganellen & Blaney (1984) and Kobasa & Puccetti (1983), which highlights a close association between social support and resilience. Similarly, Terzi’s (2008) study in Turkey reported a positive relationship between university students’ perceptions of social support and resilience. As emphasized in the longitudinal work of Werner & Smith (1992), social support during critical periods may help individuals manage stress and promote adaptability. In contrast, the lowest score was observed in the “structural style” subscale, suggesting that participants may experience more challenges in planning, organizing, and structuring daily life tasks (Friborg et al., 2003). This pattern is also in line with the internal consistency results of the Psychological Resilience Scale for Adults (Basım & Çetin, 2011), in which structural style showed comparatively lower consistency. In young adulthood, the uncertainties encountered may make such skills more variable among individuals.

When examining the subscales of the Stress Coping Strategies Scale, “logical analysis” was the most frequently endorsed strategy, indicating that young adults tend to rely on more cognitive and planned methods when dealing with stress (Arnett, 2000; Koca Ballı & Kılıç, 2016). The prominence of problem solving and logical analysis strategies also aligns with the findings of the adaptation study by Koca Ballı & Kılıç (2016). In contrast, the “seeking guidance” strategy received the lowest score, suggesting that participants may prefer to cope with stress more individually. This finding is consistent with the reliability patterns in the scale, where the support-seeking subscale showed comparatively lower consistency (Koca Ballı & Kılıç, 2016). Similarly, Tefek (2025) reported that guidance/support seeking was associated with less favorable outcomes in psychological resilience. The developmental tendency toward independence and self-sufficiency in young adulthood (Arnett, 2000) may help explain this pattern. Additionally, help-seeking behaviors may vary depending on individuals’ trust in their social support networks, cultural norms, and prior experiences (Taylor et al., 2007; Thoits, 1995). Thus, the lower use of guidance-seeking strategies may be related not only to

individual preferences but also to environmental and sociocultural factors. Findings from the comparative analyses revealed no significant sex differences in total psychological resilience scores. This outcome differs from the results of Tönbul (2020), who reported higher psychological resilience levels among women. However, sub-dimension analyses showed that men scored higher in “self-perception,” while women scored higher in “social resources.” This pattern may indicate that men rely more on internal efficacy, while women may draw more on interpersonal support systems (Connor & Davidson, 2003). These findings are also compatible with Lazarus’s (1999) perspective that stress should be understood within a social context. Regarding stress coping strategies, significant sex differences were observed; male participants reported using “logical analysis” and “problem-solving” strategies more frequently than females. This is consistent with theoretical frameworks suggesting that coping strategies may vary across sexes (Lazarus & Folkman, 1984) and with recent empirical results (Ovsyanik et al., 2022).

In analyses based on age, no meaningful differences were found in total psychological resilience scores. This result aligns with findings by Tönbul (2020). However, subscale-level differences emerged. Participants in the older age group scored higher on the “self-perception” and “future-perception” subscales. This may indicate that psychological resilience is shaped not by age alone but also by life experiences, developmental transitions, and environmental resources (Masten, 2001). Supporting this view, Nurmi (1991) argued that individuals’ tendencies to set goals and plan for the future increase with age.

With regard to educational level, university graduates had significantly higher levels of psychological resilience compared to high school graduates. In contrast, Yağmur and Türkmen (2017) reported no significant differences in resilience levels by educational attainment. In the present study, the differences were especially evident in the “structural style” and “family harmony” subscales. These findings may suggest that higher education is associated with more systematic life organization and more functional family dynamics. Supporting this, Shao et al. (2023) found a strong correlation between family functioning and resilience among young adults with a parent diagnosed with lung cancer, particularly in relation to positive coping strategies. Similarly, Archana and Sinha (2024) reported a strong association between family cohesion and mental health in young adults, indicating that similar patterns may be observed across contexts.

University graduates were also found to use coping strategies such as “seeking guidance” and “problem solving” more frequently. This pattern may be related to the analytical reasoning and decision-making skills shaped through education (Alver, 2005; Heppner & Petersen, 1982). Indeed, Alver (2005) noted that problem-solving skills develop through educational experiences, while Snyder et al. (2002) emphasized that education may support psychological resources such as hope, goal setting, and solution-oriented thinking. In this context, educational attainment may coincide with increased social, emotional, and cognitive competencies.

Correlation analyses revealed significant and strong relationships between stress coping mechanisms and psychological resilience. The “self-perception” component of psychological resilience was significantly and positively correlated with the “problem solving” and “positive reinterpretation” strategies. These findings indicate that individuals’ perceptions of their own abilities may be meaningfully associated with their preferred coping strategies (Bandura, 1997; Jerusalem & Schwarzer, 1992). Furthermore, the results are consistent with Tefek’s (2025) findings showing relationships between resilience subdimensions and positive reinterpretation/problem-solving strategies. These associations may indicate that individuals who interpret stressful life events as opportunities for meaning-making may report higher resilience (Folkman & Moskowitz, 2000; Snyder et al., 2002). Chayank et al. (2023) similarly found that problem-focused coping strategies were related to psychological resilience. Additionally, the “problem-solving” strategy was found to be positively related to the “structural style” dimension of psychological resilience. Structural style refers to individuals’ tendencies to plan, set goals, and organize their lives (Friborg et al., 2003). This pattern aligns with research suggesting a link between coping skills and self-regulation capacity (Compas et al., 2001; Skinner & Zimmer-Gembeck, 2007). Compas et al. (2001) emphasized that cognitive coping strategies play an important role in the development of resilience. In this regard, cognitively oriented and structured coping tendencies may coexist with higher levels of internal balance and resilience (Compas et al., 2001; Skinner & Zimmer-Gembeck, 2007).

## **5. Conclusion**

Finally, these results highlight the significance of considering developmental stage, social roles, life responsibilities, and individual

differences in psychological support practices tailored for young adults. Especially in the context of psychological resilience and stress coping skills, psychoeducational programs, counseling approaches, and preventative mental health services should be designed with individualized and contextually aware strategies, taking into account how these skills vary by sex, age, and educational attainment. Furthermore, future research that comparatively examines different age groups, socioeconomic backgrounds, and cultural contexts will contribute significantly to the subject area by providing a profound understanding of the developmental trajectories of these psychological constructs.

## **6. Limitations**

This study has several limitations that should be acknowledged. First, potential confounding variables such as socioeconomic status, employment, and prior psychological conditions were not controlled, which may have influenced both coping strategies and resilience levels. Second, the sample was obtained through an online convenience sampling method, predominantly consisting of university students, which limits the generalizability of the findings to all young adults. Third, the cross sectional design of the study prevents the determination of causal relationships between resilience and coping strategies. Finally, all data were self reported, which may introduce response biases.

## **7. Suggestions**

To better understand sex-related differences, future research should include factors such as sex roles, emotional expression styles, and cultural influences. Age-related differences should be examined through longitudinal studies in conjunction with developmental processes. The strong correlation between psychological resilience and stress coping should be further evaluated through more detailed analyses, considering other potential psychological factors that may influence this relationship.

## **References**

Alver, B. (2005). Psikolojik danışma ve rehberlik eğitimi alan öğrencilerin empatik beceri ve karar verme stratejilerinin çeşitli değişkenlere göre incelenmesi. *Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14(1): 19-34.

Archana, S., & Sinha, A. (2024). Family functioning, family relationship problems, and psychological wellbeing among young adults. *World Journal*

of Advanced Research and Reviews. 22(1): 637-647.

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5): 469–480.

Arnett, J. J. (2015). *Emerging adulthood: The winding road from the late teens through the twenties* (2nd ed.). Oxford University Press.

Aulia, C. I., Mudatsir, M., & Mawarpury, M. (2023). The role of coping strategies in the resilience of health workers during COVID-19 pandemic. *E3S Web of Conferences* 447: 05003.

Aydın, M. (2019). Genç yetişkinlerde mutluluğa genel bir bakış. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 7(Eğitim&Psikoloji): 47-64.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.

Basım, H. N., & Çetin, F. (2011). Yetişkinler için psikolojik dayanıklılık çölçeği'nin geliştirilmesi: Güvenirlilik ve geçerlik çalışması. *Türk Psikiyatri Dergisi*, 22(2): 104–114.

Block, J., & Kremen, A.M. (1996). IQ and ego-resiliency: Conceptual and empirical connections and separateness. *Journal of Personality and Social Psychology*, 70(2): 349-361.

Cevizci, O., & Müezzini, E. E. (2019). Sağlık çalışanlarında psikolojik belirtilerin ve psikolojik dayanıklılığın incelenmesi. *Kıbrıs Türk Psikiyatri Ve Psikoloji Dergisi*, 1(3): 166-172.

Chayank, I. A., Mudatsir, M., & Mawarpury, M. (2023). The role of coping strategies in the resilience of health workers derini Covid-19 pandemic. *E3S Web Conferences*, 447: 05003.

Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence: Problems, progress, and potential in theory and research. *Psychological Bulletin*, 127(1): 87–127

Connor, K. M., & Davidson, J. R.T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18(2): 76–82.

Eryılmaz, A. (2009). Ergenlik döneminde stres ve başa çıkma. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 6(2): 20-37.

Fletcher, D., & Sarkar, M. (2013). Psychological resilience: A review and critique of definitions, concepts, and theory. *European Psychologist*, 18(1): 12–23.

Folkman, S., & Moskowitz, J. T. (2000). Positive affect and the other side of coping. *American Psychologist*, 55(6): 647–654.

Friborg, O., Hjemdal, O., Rosenvinge, J. H., & Martinussen, M. (2003). A new rating scale for adult resilience: What are the central protective resources behind healthy adjustment? *International Journal of Methods in Psychiatric Research*, 12(2): 65–76.

Ganellen, R. J., & Blaney, P. H. (1984). Hardiness and social support as moderators of the effects of life stress. *Journal of Personality and Social Psychology*, 47(1): 156–163.

Heppner, P. P., & Petersen, C. H. (1982). The development and implications of a personal problem-solving inventory. *Journal of Counseling Psychology*, 29(1): 66–75.

Jerusalem, M., & Schwarzer, R. (1992). Self-efficacy as a resource factor in stress appraisal processes. *Self-efficacy: Thought control of action*, ed. R. Schwarzer, Washington D.C.: Hemisphere Publishing Corp., p: 195-213.

Karasar, N. (2018). *Bilimsel araştırma yöntemi: Kavramlar, teknikler ve ilkeler*, Ankara: Nobel Akademik Yayıncılık.

Kobasa, S.C. & Puccetti, M.C. (1983). Personality and social resources in Stress resistance. *Journal of Personality and Social Psychology*, 45(4): 839–850.

Koca Ballı, A. İ., & Kılıç, K. C. (2016). Stresle başa çıkma yöntemleri ölçeğinin Türkçe'ye uyarlanması: Geçerlilik ve güvenilirlik çalışması. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 25(3): 273-286.

Lazarus, R., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.

Lazarus, R. S. (1999). *Stress and emotion: A new synthesis*. New York: Springer Publishing.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3): 227–238.

Moos, R. H. (1993). *Coping responses inventory youth from-professional manual*, Odessa, Florida: PAR Psychological Assessment Resources.

O'Malley, P. M., Bachman, J. G., Johnston, L. D., & Schulenberg, J. (2004). Studying the transition from youth to adulthood: Impacts on substance use and abuse. *A telescope on society: Survey research and social science at the University of Michigan and beyond*, eds. J.S. House, F. T. Juster, R. L. Kahn, H. Schuman, & E. Singer, Ann Arbor: The University of Michigan Press, p: 305-329.

Nurmi, J.-E. (1991). How do adolescents see their future? A review of the development of the orientation and planning. *Developmental Review*, 11(1): 1–59.

Ovsyanik, O., Nesterova, A.A., & Sidyacheva, N.V. (2022). Gender features of coping strategies in men and women. *RUDN Journal of Psychology and Pedagogics*, 19(4): 765-780.

Shao, M., Yang, H., Du, R., Zhang, M., Zhu, J., Zhang, H., Ma, B., Chen, C., & Wang, T. (2023). Family resilience in cancer treatment and key influencing factors: A systematic review. *European Journal of Oncology Nursing*, 66: 102403.

Snyder, C. R., Shorey, H. S., Cheavens, J., Pulvers, K. M., Adams, V. H. III, & Wiklund, C. (2002). Hope and academic success in college. *Journal of Educational Psychology*, 94(4): 820–826.

Skinner, E.A., & Zimmer-Gembeck, M.J. (2007) The development of coping. *Annual Review of Clinical Psychology*, 58(1): 119-144.

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics*, Boston: Pearson.

Taylor, S. E., Welch, W. T., Kim, H. S., & Sherman, D. K. (2007). Cultural differences in the impact of social support on psychological and biological stress responses. *Psychological Science*, 18(9): 831–837.

Tefek, A. (2025). Stresle başa çıkma yöntemlerinin psikolojik dayanıklılık üzerindeki etkisi: Üniversite çalışanları üzerine bir çalışma. *İktisadi İdari ve Siyasal Araştırmalar Dergisi*, 10(26): 196-216.

Terzi, L. (2005). Beyond the dilemma of difference: The capability

approach to disability and special educational needs. *Journal of Philosophy of Education*, 39(3) 443-459.

Terzi, Ş. (2008). Üniversite öğrencilerinin psikolojik dayanıklılıkları ve algıladıkları sosyal destek arasındaki ilişki. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 3(29): 1-11.

Thoits, P. A. (1995). Stress, coping and social support processes: What are we? What next? *Journal of Health and Social Behavior*, 53-79.

Tönbül, Ö. (2020). Aile danışmanlığı tekniklerinin okul psikolojik danışma ve rehberlik servislerinde kullanımının incelenmesi. *Gelişim Ve Psikoloji Dergisi*, 1(1): 37-47.

Yağmur, T., & Türkmen, N. S. (2017). Ruhsal hastalığı olan hastalara bakım veren aile üyelerinde algılanan stres ve psikolojik dayanıklılık. *Celal Bayar Üniversitesi Sağlık Bilimleri Enstitüsü Dergisi*, 4(1): 542-548.

Werner, E. E., & Smith, R. S. (1992). *Overcoming the odds: High risk children from birth to adulthood*. Ithaca, NY: Cornell University Press.